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The Forum Series is a collection of papers dealing with all phases of teacher education including inservice training and graduate study. This selection is an annotated bibliography in two parts: (1) Evaluation Issues and Methods; and (2) Studies of Alternative Environments. (DMT)

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Program Evaluation in Alternative Education:

An Annotated Bibliography

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Evaluation Issues and Methods

Aldrich, Ruth Anne. "Innovative Evaluation of Education," *Theory Into Practice*, 13, No. 1 (1974), 1-4.

Aldrich suggests school evaluation focus on the learning environment rather than the achievement of students. Several dimensions of the school environment are identified which could be effectively assessed by observation and interview.

Barth, Roland S. "So You Want To Change To An Open Classroom," *Phi Delta Kappan*, 53, No. 2 (1971), 97-99.

Contains the 29-item "Barth Scale" which consists of assumptions that underlie the practices of open education. The instrument could prove useful to school personnel for examining beliefs regarding learning, knowledge and evaluation during the formative stages of implementing open education environments.

Bussis, Anne M. and Edward A. Chittenden. *Analysis of an Approach to Open Education*. Princeton: Educational Testing Service, 1970.

The ETS approach to evaluation focuses on standards of quality regarding the process, content, and context of the child's learning experiences. The researchers suggest that assessment methods should examine both student and teacher behavior as well as aspects of the physical environment.

Center for New Schools. "The CNS School Evaluation Model." Chicago: Author, 1973.

The CNS model is an eclectic, multi-method approach to assessing alternative schools. The accent is on formative evaluation through anthropological techniques.

_____. "The Use of Ethnography in Educational Evaluation," Chicago: Author, 1974.

Presents a rationale for utilizing anthropological methods in the evaluation of educational alternatives. The problems of mixing enthnographic and conventional evaluation procedures in field projects are discussed.

Center for Urban Education. "Satellite Academies Program: Evaluation Plan." New York: Author, 1972.

BARBARA ESP is *research associate* at the New College Educational Research Office, Hofstra University, Hempstead, New York.

Describes an evaluation plan of a program designed for high school underachievers. A comprehensive model which includes cost benefit analysis and assessment of school-community relations.

Eisner, Elliot W. "Emerging Models for Educational Evaluation," *School Review*, 80, No. 3 (1972), 573-589.

Discusses the functions of educational objectives and proposes a set of methods for evaluating the character and effects of school programs.

Fenstermacher, Gary D. "Satisfaction: An Alternative Criterion for School Success" in John I. Goodlad, et al., *The Conventional and The Alternative in Education*. Berkeley: McCutchan, 1975.

The criterion case for satisfaction requires that the attainment of satisfaction by participants be a criterion for determining whether any goal or objective of a school program has been achieved. Schools can pursue objectives other than satisfaction, but participants must experience satisfaction as they strive for and obtain their educational goals.

Gump, Paul V. "Operating Environments in Schools of Open and Traditional Design," *School Review*, 82, No. 4 (1974), 575-593.

Presents a set of concepts and techniques for measuring educational environments. Comparisons of the activity-with-facility (synomorph) patterns are made between schools of open and conventional architecture.

Hines, K. "Suggested Evaluation Approaches." Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1974.

Hines suggests the following conventional evaluation models could be used, with or without alteration, to evaluate alternative schools: (1) Competency-Based Evaluation Model (Young, 1972), (2) Self-Evaluation Model (Tadlock Associates, 1972), (3) Systems Analytic (Wallace and Shapelson, 1970), and (4) The Fortune/Hutchinson Methodology of Educational Evaluation (Fortune, Hutchinson, et al., 1973). A brief description of each model is presented.

Hogben, Donald. "Open Education: Characteristics, Definition Difficulties, Evaluation Issues and Problems," *Australian Journal of Education*, 18, No. 3 (1974), 225-238.

Clarifies the issues in the evaluation of educational alternatives by drawing upon recent research literature.

Jacobs, James. "A Model for Program Development and Evaluation," *Theory Into Practice*, 13, No. 1 (1974), 15-21.

Presents a four-phase model for achieving diversity in education primarily through educational planning and evaluation at the local school level.

Joyce, John F. "Humanistic Education Through an Analysis of Evaluation Practices," *Journal of Education*, 157, No. 3 (1975), 39-51.

Joyce analyzes common evaluation practices used in public schools with reference to *what* is evaluated (content), *how* people are evaluated (process), and *why* they are evaluated (purpose). Ten dehumanizing effects of evaluation are discussed and more humanistic practices are offered.

Kocher, A. Thel. "Issues in the Formative Evaluation of Alternative Schools." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April, 1975.

An examination of the evaluation problems noted by the Phi Delta Kappa National Study Committee on Evaluation. Kocher discusses a decision-making model conceptualized by one alternative school's evaluation team and how the evaluator's role relates to providing decision makers with necessary information.

Lange, Robert R. "A Search for Utility in New Evaluation Thought," *Theory Into Practice*, 13, No. 1 (1974), 22-30.

Presents an overview of the evaluation models of Guba, Provus, Scriven, Stake, and Stufflebeam. These models may be useful for conceptualizing evaluation strategies for alternative programs.

Light, Richard J. and Paul V. Smith. "Choosing a Future: Strategies for Designing and Evaluating New Programs," *Harvard Educational Review*, 40, No. 1 (1970), 1-28.

Presents a number of statistical techniques to evaluate the aspects of educational intervention programs which are applicable at the local and national level.

Rathbone, Charles H. "Examining the Open Education Classroom," *School Review*, 80, No. 4 (1972), 521-550.

A descriptive analysis of four organizational aspects of the open education environment: (1) the organization of space, (2) the organization of time, (3) the organization of instruction, and (4) ways in which students are grouped together. The author addresses himself more critically to the issues of defining open education, appropriateness of types of students profiting from this kind of environment, and ways of evaluating student's learning.

Skager, Rodney. "Evaluating Educational Alternatives" in John I. Goodlad, et al., *The Conventional and The Alternative in Education*. Berkeley: McCutchan, 1975.

Proposes that educational alternatives can be evaluated through comprehensive educational models which make values explicit and guide the evaluation process to relevant information.

Stodolsky, Susan S. "Identifying and Evaluating Open Education," *Phi Delta Kappan*, 57, No. 2 (1975), 113-117.

A review of evaluation methodologies and studies in open education. Classic as well as alternative strategies of evaluation are analyzed. Stodolsky recommends that evaluation in open education focus on (1) long-term studies of students and environments, (2) empirical descriptions of educational environments, (3) collection of work samples and behavior observations of students, and (4) comparative studies of processes in educational environments.

Weber, Margaret B. "Alternative Education: Implications for Evaluation Methodology." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1976.

Presents an evaluation design adapted from two conventional curriculum models, which addresses itself to both formative and summative aspects of evaluation.

Weinburg, Carl and Rodney Skager. "The Relation Between Processes and Values: An Alternative Function for Evaluation" in John I. Goodlad, et al., *The Conventional and The Alternative in Education*. Berkeley: McCutchan, 1975.

Proposes a model that provides a means for structuring the evaluation of educational communities. The evaluation process is viewed as being an assessment of congruence between program processes and goals.

Willard, Richard W. and Leonard J. Glick. "Alternative Uses of the Delphi Technique in Evaluating Alternative Schools." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April, 1975.

Discusses the Delphi Technique as a means for evaluating goal priorities of school decision-makers. Besides clarifying and operationalizing goals, this technique can measure the congruence between the priorities of the faculty and decision-makers, and evaluate community interest, knowledge and participation.

Studies of Alternative Environments

Carlson, Robert A. "Evaluating an Open School," *The National Elementary Principal*, 52, No. 5 (1973), 96-98.

A two-year evaluation of an alternative high school in which the attitudes of students, parents and teachers were examined in relation to the goals of the program. Data collection techniques included interviews, observation scales, attitude surveys and standardized tests. Significant growth in SRA achievement scores were observed in each grade in the areas of social studies, reading and science.

Center for New Schools. *A Multi-Method Study of the Development and Effects of an Alternative High School Learning Environment.* Chicago: Author, 1975. Volumes 1-4.

This four-volume report presents the results of a study concerning organizational processes in the Chicago Public High School for Metropolitan Studies--Metro--and its effects on students during the first 18 months of operation. Student progress comparisons were made between a group attending Metro and a control group in a conventional setting. Research methods included interviews, standardized tests, questionnaires and case studies.

_____. "Strengthening Alternative High Schools," *Harvard Educational Review*, 42, No. 3 (1972), 313-350.

Metro High School provides the background for this case study of student involvement in decision-making. Patterns that alternative schools follow in the decision-making process are described and analyzed. Naturalistic research methods were used to evaluate the program.

Christensen, Paul et al. "Evaluation and Research on Experience-Based Career Education at Far West School." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April, 1975.

The Far West School is an experienced-based, career oriented, alternative school which uses the entire community as a learning resource to enable students to acquire skills necessary to adopt and find satisfaction in adult roles. Far West School students were found to show more positive growth in self-knowledge, interpersonal skills and career information when compared with students in a more conventional program.

Cockerham, William C. and Audie L. Blevins, Jr. "Open School vs. Traditional School: Self-Identification among Native American and White Adolescents," *Sociology of Education*, 49, No. 2 (1976), 164-169.

This study used the Twenty Statements Test to investigate the levels of self-identification among open school Native American students and both conventional school Native American and white students. Results indicate that open school Native American students had a more positive self-identification than either Native American or white conventional students.

Coppedge, Floyd L. and Gerald R. Smith. "Evaluation Practices and Preferences in Alternative Schools," *Teacher Education Forum Series*, Vol. 2, No. 20. School of Education, Indiana University, 1974.

Questionnaires were returned by 118 of the participants in six 1972-73 institutes dealing with alternative schools, jointly sponsored by the National Association of Secondary School Principals and the International Consortium for Options in Public Education. The prime purpose of evaluation, according to the respondents, is providing information to the school staff on needed program changes. The respondents would like to see more research assessing student growth while in alternative schools and success after graduation which could be attributed to school success.

Crabill, C. Micheal and Karen R. Kane. "Student Affect in an Alternative Schools Project: A Longitudinal Approach." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1976.

A study of student affect in four alternative schools at the elementary level sponsored by the Southeast Alternatives project. The survey instrument consisted of student's assessment of self-concept, relationship with teachers and peers, and school climate. The major conclusion is that freedom of choice among each of the programs has contributed to the overall positive attitudes of students.

Gaite, A.J.H. and Richard J. Rankin. "Patterns of Achievement, Attitude, and Behavior in a Tax-Supported Alternative School," *Journal of Experimental Education*, 43, No. 3 (1975), 35-39.

The purpose of this study was to investigate achievement, attitude and behavioral characteristics of students who choose either an alternative high school or a conventional one. Data collection techniques included testing, interviewing, observations, and student files. A descriptive profile of the typical alternative school student is presented. Alternative school students were found significantly lower in achievement and academic ability.

Hoaglund, Mary et al. "The Ecology of Learning: A Comparison of Alternative Elementary School Learning Environments." A paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1976.

Summary of progress made during the first year of a three-year Title IV-C project to develop instruments to measure differences among four alternative learning environments. Instruments were developed to assess such classroom environmental characteristics as interpersonal interactions, organizational patterns, student attitudes, and achievement patterns.

Horton, Thorsten Wayne. "City School: A Case Study of an Alternative School." (Doctoral dissertation, University of Wisconsin-Madison) Ann Arbor, Michigan: University Microfilms, 1975, No. 75-20, 772.

A case study which used a variety of anthropological techniques to evaluate an alternative school. Major findings included (1) lack of a clear direction for program goals, (2) differences in the life-styles of the staff, and (3) a fundamental misunderstanding of the relationship individuality to community.

Parker, David L. "Walden III: An Alternative School Survives Evaluation Quite Nicely, Thank You," *Phi Delta Kappan*, 56, No. 9 (1975), 624-628.

Presents results of conventional evaluation methods applied to an alternative high school. After one year in this environment, students' attitudes toward the community improved and they were more willing to take responsibility for their own academic successes and failures.

Rosen, Davis Jules. "The Shanti Evaluation: A Study of the Fortune/ Hutchinson Evaluation Methodology in a Public Alternative School." (Doctoral dissertation, University of Massachusetts) Ann Arbor, Michigan: University Microfilms, 1974, No. 75-6079.

While individual parts of the methodology were found to work very well, a severe drawback was the great amount of time needed by decision-makers to define their goals in operational terms.

Skager, Rodney W. et al. *Evaluation of the Los Angeles Alternative School: A Report to the Board of Education of the Los Angeles Unified School District.* Los Angeles: Center for the Study of Evaluation, 1973.

The evaluation was designed to determine whether the school was an alternative school in the sense that it operated under a set of values which differ from those found in conventional public schools. Anthropological techniques were used to collect data. Among the significant findings were (1) no effective method for evaluating student progress, (2) instruction was characterized by freedom of choice for the student, and (3) decision-making was democratized.

Singleton, Steven et al. "Xanadu: A Study of the Structure Crisis in an Alternative School," *Review of Educational Research*, 42, No. 4 (1972), 525-531.

Describes a participant observation study of a free school during its first year of operation. Data collection techniques included student and faculty evaluations of program activities, field notes and various documents produced by unit members. The breakdown of the structure of the organization centered on the role of power, authority and function of the teacher. The authors point out that a prescriptive role should be applied to establishing legitimate authority positions in alternative schools.

Solo, L. "Teacher Evaluation in an Alternative Public School," *National Elementary Principal*, 55, No. 1 (1975), 29-34.

Describes the process of evaluating teachers by a school committee consisting of parents, teachers and the principal. A team of two parents visited the same classroom four times during the academic year. After each observation, the parents wrote a report which was discussed with the teacher. Included is a check list for observing the aspects of learning in the classroom.

Traub, R., J. Weiss, and C. Fisher. "Studying Openness in Education: An Ontario Example," *Journal of Research and Development in Education*, 8, No. 1 (1974), 47-59.

A study of student affect in schools of open and traditional design. Results indicated a positive relationship between the openness of school programs, and student independence and attitudes toward school at the elementary level.

Wright, Robert J. "The Affective and Cognitive Consequences of an Open Education Elementary School," *American Educational Research Journal*, 12, No. 4 (1975), 449-464.

In this *ex post facto* study, fifth grade students from two school environments (one open and one conventional) were compared on a variety of cognitive and affective measures. Students in the open environment were found deficient in academic skills. The results indicate that the open school does not have a profound influence on either the cognitive or affective development of children.